

HEROES, LEADERS, PATRIOTS, AND STATESMEN: SOME INDIAN NAMES IN AMERICAN HISTORY

INDIAN HEROES, LEADERS AND PATRIOTS—1898 INDIAN CONGRESS—OMAHA, NEBRASKA

SOCIAL STUDIES, GRADES 4 -6

Charts: Heroes, Leaders, Patriots and Statesmen: Some Indian Names in American History
Indian Heroes, Leaders and Patriots—1898 Indian Congress—Omaha, Nebraska

Level 4 Standards: 6040-01; 02; 05
Level 5 Standards: 6050-01; 02; 05
Level 6 Standards: 6060-01; 02; 03; 06

OBJECTIVE: The students will discover the importance of historic American Indian leaders.

ESSENTIAL QUESTION 1: Were the heroes, leaders, patriots and statesmen of the Indian tribes as important as colonial and pioneer heroes and leaders?

ASSESSMENT EVIDENCE

The students will be able to list five qualities of a leader.

The students will be able to compare American Indian leaders to non-Indian leaders and note similarities.

LEARNING STRATEGIES

Focus on Chart 1 and discuss characteristics or qualities of heroes and leaders.

Using the charts, lead a discussion on American Indian leaders' attitudes about the settlement of Utah. Were the Indian leaders helpful to the early settlers? Did they give them food, land, and shelter?

Have the class report on leadership qualities and heroes today, both Indian and non-Indian.

Lead a discussion on how early settlers of Utah had a different culture, and where conflict occurred when the American Indians felt threatened. Were the leaders' actions both sides similar?

Resource materials may be found listed at the end of the Guide.

SOCIAL STUDIES, GRADES 7-8

Charts: Heroes, Leaders, Patriots and Statesmen: Some Indian Names in American History
Indian Heroes, Leaders and Patriots—1898 Indian Congress—Omaha, Nebraska

Level 7-8 Standards: 6100-01; 02; 04; 05
Utah Studies

Level 7-8 Standards: 6120-01; 02
United States History

OBJECTIVE: The student will gain an understanding of characteristics of leadership present in all cultures.

ESSENTIAL QUESTION 1: Did the Indian leaders have the same characteristics as other groups of people?

ESSENTIAL QUESTION 2: Who would seem to be one of the greatest patriots of the American Indians?

ASSESSMENT EVIDENCE

Students can prepare a written report on Tecumseh, Pope, Osceola, or Crazy Horse, and include their attitudes and actions on leadership.

Students in small groups can prepare a written or oral report on patriotism for non-Indians of that era and patriotism for Indians of that era.

Discuss the impact that the structure of the Confederation of the Iroquois nation had on the formation of the governmental structure of this nation. Why do we have a representative government?

Discuss the fact that American Indians did not have citizenship status until the year 1924. The students will be able to identify three important leaders, heroes, patriots and statesmen today, both from American Indian and non-Indian societies.

LEARNING STRATEGIES

Using the charts as visual aids, the teacher defines characteristics of leadership, heroism,

patriotism, humanitarianism, responsibility, wisdom, etc.

Have a teacher-led discussion on leadership. Compare characteristics of leadership exhibited by Indians and non-Indians alike, by leaders such as Black Kettle, President Lincoln, President Johnson, Red Cloud, Geronimo, Tecumseh, Custer, and Chief Joseph.

Discuss Westward expansion, progress and problems. Compare the progress of settlers, with the problems of the American Indians.

Resource materials may be found listed at the end of the Guide.



SOCIAL STUDIES, GRADES 9-12

Charts: Heroes, Leaders, Patriots and Statesmen: Some Indian Names in American History
Indian Heroes, Leaders and Patriots—1898 Indian Congress—Omaha, Nebraska

Level 9-12 Standards: 6200-01; 02; 03; 04

World Cultural Geography, Part I

Level 9-12 Standards: 6220-01; 02

Ancient World Civilizations

OBJECTIVE: The students will be introduced to the fact that American Indians had leaders who are recognized heroes, patriots and statesmen.

ASSESSMENT EVIDENCE

Compare Indian leaders in the late 19th century (i.e., Sitting Bull, Sioux; Crazy Horse, Sioux; Geronimo, Apache; Chief Joseph, Nez Perce) to President Ulysses S. Grant, General George Custer, Kit Carson, President Andrew Jackson, etc.

Students can write a short report on similarities between non-Indian and Indian characteristics of leadership. For many Indian tribes, cultivation of leadership qualities began early in life by counting coup on the enemy rather than killing. Indian leaders were not elected, but selected for their qualities of trustworthiness, responsibility, dependability, wisdom, and humanitarianism. Leadership is a bestowal of honor.

Consider the actions of Chief Joseph of the Nez Perce, his surrender after evading the army for hundreds of miles to lead his people to Canada. What rights were taken from the Indians by placing them under arrest and not allowing them to continue into Canada? Study Chief Joseph's

surrender speech and find the elements of leadership in his speech.

Group or individual reports: Research a major confrontation between Indians and whites; form an “opposing view” (one not normally taken). Reflect on feelings of displacement, fear and cultural misunderstanding of the groups involved. What effect did the outcome of the confrontation have on the history of the United States? What could have been changed for a better outcome?

LEARNING STRATEGIES

Using charts as visual aids, define words *hero*, *leader*, *patriot* and *statesman*. Introduce five Indian persons who fit these categories.

- Discuss the similarities in characteristics these two groups displayed.
- Have a class discussion on modern Indian patriots (such as Russell Means and Dennis Banks from the American Indian movement).
- Invitation can be extended to local, tribal, or state Indian leaders to visit with the class.

Resource materials may be found listed at the end of the Guide.

